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ABSTRACT

Presented is a guide for teaching elementary school children to understand classmates and others with special needs which was developed as a result of a project involving 16 classroom teachers and a nurse consultant in developing an exemplary program. Listed are concerns frequently voiced by teachers such as a child asking embarassing questions. Described in terms of course instruction and teacher application are curriculum methods which include group discussions, field trips, and inviting guests with special needs. Also noted are curriculum materials such as reading and audiovisual aids. Children's drawings and comments are included in each curriculum section. Provided are appendixes with information on 145 resource agencies, 90 books appropriate for children in grades K-8, 26 pamphlet sources, and 26 audiovisual materials. (SB)

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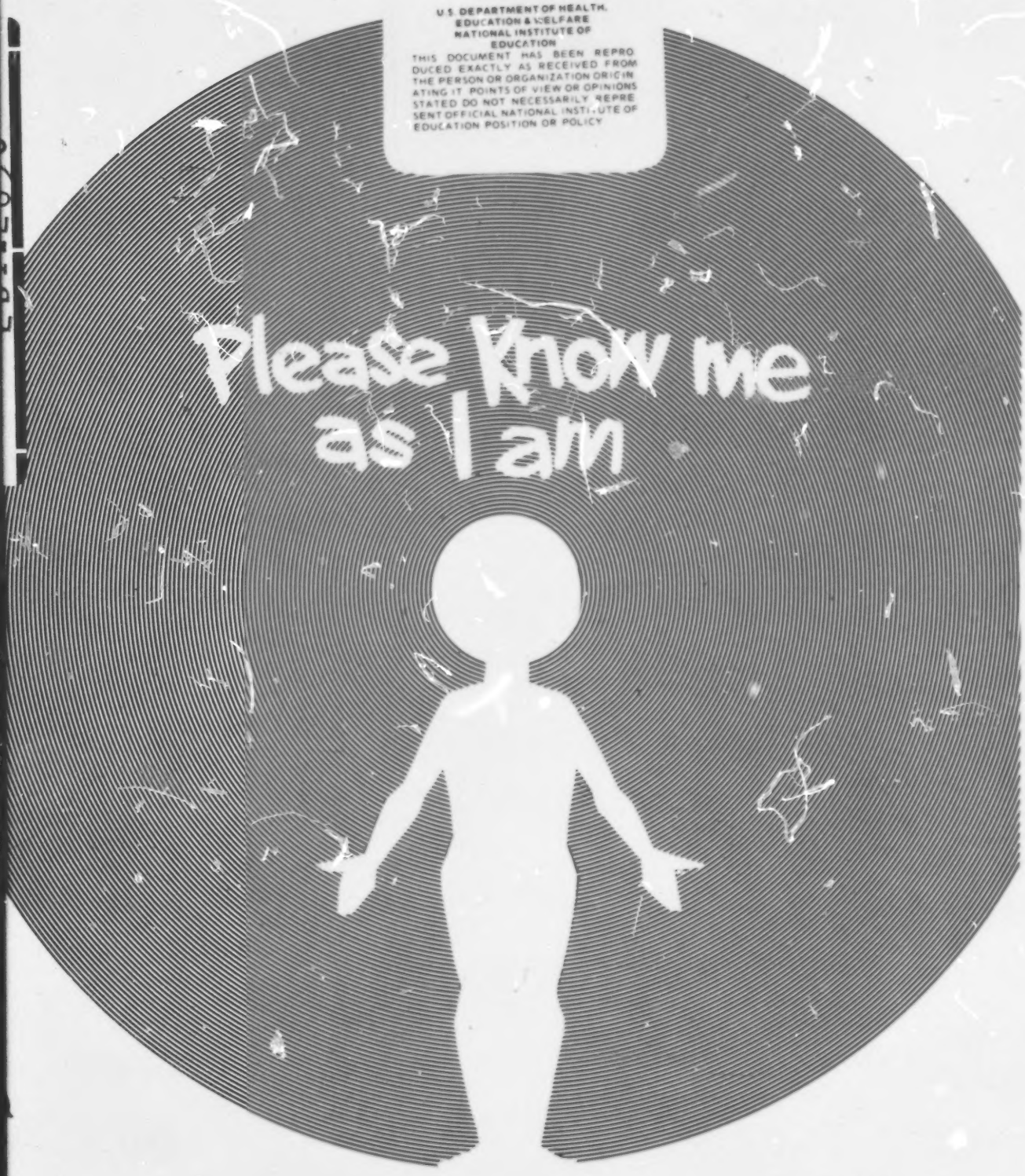

A Guide to Helping Children Understand the Child With Special Needs

by Margaret E. Cleary

PLEASE KNOW ME AS I AM

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FOREWORD:

Children basically want to be kind, helpful, and understanding when they are with persons who are different from themselves. These actions are ongoing, learned processes. The classroom teacher is in an optimum position to encourage such positive performance. Help of all others who are with the children should be encouraged to support efforts made.

This booklet is a comprehensive resource guide to be used by all who wish to create a better environment for understanding children with special needs. It can be especially helpful to teachers. It does not necessarily reflect the views of the sponsors or all participants. It is designed to provide information concerning the many services which are available to school children. The inclusion of specific names is provided for reference only and not for purposes of endorsement. This booklet is a guideline only. Information of this type is constantly being changed and revised. Corrections or additions to the information presented are most welcome.

While the format of the presentation involves teacher application and children's reactions to the concepts taught by the project director, it is by no means restricted to educators. It also is purposed to stimulate adaptation of the programs by all others who are in any way involved with habilitation of children -- social-medical-health workers, nurses, parents, volunteers, advocates, vocational counselors, ancillary school personnel, and writers.

ACKNOWLEDGEMENTS

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With deep gratitude, I acknowledge the contributions of many resources in implementing these projects: the funding agencies, administrators, and other personnel of the Sudbury Public Schools, the sixteen teachers who participated, parents, volunteers, conferees, parents, and special guests. Special thanks go to the children of Sudbury who taught us.

My sincerest appreciation,

Margaret E. Cleary

(Rehabilitation Consultant and Project Director)

INTRODUCTION:

Much attention is focused on the education of teachers and other workers to enable them to work better with children who have special needs. However, little attention is given to the children who are the classroom companions of those with special needs. The goals of this project were to facilitate communication, dispel prejudices, and generate positive attitudes among the elementary school children of Sudbury. The emphasis was on developing the understanding that a child with a special need is a normal child with a problem. Consideration was given to physical, mental, and emotional needs of children with developmental disabilities, while also emphasizing the similarities among all the children involved.

The program included workshops with parents, teachers, volunteers, bus drivers, and non-professional personnel. In short, it was felt important for carry-over and long-range planning to elicit the support of all those whose daily activities affect the children.

Specifically, however, a curriculum was planned and implemented by selected classroom teachers in the kindergarten through fourth grades. Sixteen participating teachers began by taking a course conducted by the project director, who is a rehabilitation nurse consultant and a pioneer authority in developing concepts on how best to facilitate such a program. They then spent several months in actual classroom experience. Finally, they contributed their ideas whereby habilitation and rehabilitation concepts can be incorporated into educational plans. Their efforts were evaluated and supported through children's drawings and comments.

The purpose of this project was to develop an exemplary program so that all the involved participants, both children and adults, would emerge with a better understanding and more tolerant view of children with developmental disabilities and other special needs.

Information and insights gained are herein compiled to encourage expansion and duplication of the concepts throughout the Commonwealth. It is hoped that classroom teachers, specialists, and children will glean suggestions on how to complement their existing curriculums. This summary reflects only a hint of the wonderful opportunities that were and can be experienced.

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The above curriculum ingredients result from the combined concentrated year's efforts of the project director, teachers, and children to learn adaptable methods of increasing sensitivity. This unique compilation of ideas and suggested materials represents a beginning, proven foundation upon which to base classroom programs.

MOST OFTEN VOICED TEACHERS' CONCERNS:

How can I lessen the anxiety of the children with special needs and their classroom companions so as to provide smooth integration in the classroom?

What are my obligations resulting from integration laws?

What constitutes a special need?

How many children with special needs are in regular classrooms?

Should special needs be pointed out to companions?

What can a classroom teacher do to foster better understanding?

What is the responsibility of the school specialists?

What should be the major focus of a program like this?

What results can I expect?

How can I spare the time?

How can I adapt materials and concepts to various age levels?

How can children already in the classrooms with emotional problems be better accepted?

How can learning disabilities be better understood?

What is appropriate subject matter for specific grade levels?

How detailed should children's questions be answered?

Won't discussion of special needs cause fear in children?

How can I possibly learn enough about special needs to teach children about them?

Is it wrong for children to express their negative feelings?

How can I interpret special needs that may result in death?

Should a child be allowed to discuss his own needs?

What if a child asks embarrassing questions of guests?

How can I introduce guests with whom I am uncomfortable to the children?

Should children be punished when they call each other names?

Is it useful to teach children about special needs they may never experience?

How can I gain the support of others for the program?

How can I locate necessary resources and materials?

What can be done to insure carry-over of concepts out of class, at home, and in advanced grade levels?

CURRICULUM SUGGESTIONS:

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Course Instruction - Group Discussion

Group discussions serve as a valuable introduction and continuous learning process in helping children understand the child with special needs. This can be stimulated through the use of a questionnaire, sharing personal experiences with people with special needs, or discussing philosophies on likes and differences. During this stage the basis can be set for the concepts of varying degrees of differences, from slight to severe.

Children will learn that the problems encountered by a person will be different depending on the degree of physical, mental, or emotional involvement. For example, the problems of a visually or hearing impaired person are vastly different from those of a person who happens to be totally blind or deaf. Opportunities will appear to point out the similarity of feelings that nevertheless exist.

Children will learn to identify their own strengths and abilities, as well as to recognize their compensatory mechanisms for dealing with their weaknesses. They will become more knowledgeable and comfortable with the problems that are universally common: age, size, learning ability, economic, and social.

Most valuable topics include: the difference between the use of the positive words "special need" and the negative word "handicap"; goals and objectives expected of and from participants of this program of instruction; and how to help ourselves and others achieve a fruitful life.

Teacher Application - Understanding A Child Who Is Emotionally Disturbed

This year my class had the experience of having an emotionally disturbed class transferred from a special class and placed into ours. This addition suggested the opportunity to encounter many feelings about our interpersonal relationships.

To stimulate private thought prior to general sharing of ideas, the children were asked to write paragraphs on their solutions to interaction problems.

The discussions generated by children's needs revolved around such questions as earliest memories, special infant security toy or object, death of acquaintances or pets, messiest experience of life, peer pressure, self-control, parental protection, parents' anger, anger at parents, and classmates with difficulties.

Some of the topics which arose from the direct interaction of the child with emotional problems and his companions included obvious special privileges, chasing and kissing, special schools, fighting, showing off, and truthfulness.

Conversations resulting from the first list met with enthusiasm from the class. They helped all children to share their feelings and understand each other. Children benefitted from opportunities to express their negative feelings. Sessions from the second group did not facilitate mutual understanding between the participants. They resulted in defensiveness and blame.

Therefore, it would seem that discussion is essential. Impersonal topics can be valuable. The wisdom of conversations about particular special needs in front of an involved person must be judiciously evaluated.

A Fourth Grade Teacher

QUESTION: Jimmy just entered your class. He seems to want to be friends but fights and teases the other children. He disrupts discussions and lessons, calls names and argues. Sometimes he is quiet and won't talk. He does not do well with his school work and seems to have problems at home too. What would you do to help Jimmy?

Children's Responses:

He probably thinks to be a friend with everyone else he has to be tough. By fighting and teasing and acting big he thinks he will get to be a friend with everyone. I would tell him if he wants to be my freind he didn't have to act tough. He could be my freind just by being nice. He didn't have to be mean. special. Because when you make freinds it is something special.

I would try to help Jim. But first I would ask somebody how I could help him. I think that you should ingnore him and maybe he will understand why you are.

I wood try to be a friend or i wood try to help him and be nice to him and if he hade a big fight i wood keep away from him.

What I would do to help him would be to try to make friend with him more kinder, and gentle. I would want to help him with his work. Have him pieces of my snack to help him be my friend more. Try to talk things out about his troubles at home try to straighten that out. Help his parents treat him better so that he will be better at work and getting along at school and at home.

Course Instruction - Resource Persons

Many agencies have resource persons who are most eager to share their expertise in an effort to promote sensitive understanding of the children with whom they are associated. Please refer to Appendix A for a list of resource agencies, many of which provide representatives eager for an opportunity to promulgate their ideas.

Within the structure of the school system there are such experts as the school nurse and special tutors for the children who have hearing, sight, speech, or learning problems. Discussions led by these persons not only contribute specific knowledge, but often result in a sharing of feelings by the children who happen to be in the group with whom they work. For example, a speech therapist may be giving a talk on how she taught a child who is hard of hearing to speak and find students eager to talk about efforts they are making to overcome slight lisps. This easing of self-consciousness on the part of the children provides a valuable supplement to the efforts of the specialists.

Because of their roles, nurses and specialty teachers are frequently anxious to supplement their own programs through general classroom interaction. They are knowledgeable about particular means to support planned concepts.

Teacher Application - A Specialist's Role

As a diagnostic prescriptive teacher responsible for the core evaluation in a school, I do not have a classroom of children. One thing I attempted to do was to interest the other teachers in implementing the concepts of understanding the child with special needs. Some teachers expressed great interest in doing this; others felt they were already doing it; and others did not wish to take on added responsibilities. I shared books, bibliographies, and pamphlets with those who wished them. I spoke in a few classes about special needs. As there are children from nearly every classroom coming to the learning center for a period every day, we were able to use "special help" as a theme. We had productive discussions of various special needs, ranging from minor to major. Children who come to the learning center were invited to bring a friend, which resulted in greater understanding of the program in progress there. I have asked children receiving help to do such frustrating experiments as trying to write with the opposite hand. They then discussed their feelings about this artificial arrangement and how they compared with their actual learning feelings.

I invited a home teacher from the Massachusetts Commission for the Blind to help me put on programs for some of the teachers and children. She demonstrated her Seeing Eye Dog and special equipment. She talked about ways children can help and harm persons who have visual difficulties. The children were quite enthusiastic and asked many questions.

Diagnostic Prescriptive Teacher

Here is a pict[illegible] about Miss Lupazek and her seeing-eye dog. Thay are a team. Miss Lupazet ~~is~~ blind.

Beth

Course Instruction - Frustrating Experiments

There are various types of frustrating experiments which serve to teach children an awareness of the difficulties felt by children who have special needs.

An experiment with blindfolds can be done effectively by pairing off children with one being helped and the other the helper. (It is important to realize that this can be quite frightening to a few, so that keeping the blindfolds on during the whole experiment must not be mandatory.) Suggested activities include eating a lunch, going to a particular area and smelling the strongest smell or identifying the loudest noise, drinking from a water fountain, washing, and going to the bathroom. The discussion following points out the fact that when the experiment is over, the hindrance can be removed. A comparison of how it felt to be involved in both roles, helper and helped, brings out differences in sensual interpretation, use of mobility skills and aids, and a reduction of fear in approaching someone who has a particular need.

Sensitization workshops can be held to help understand the difficulties a child has with gross motor coordination, hearing loss, and such problems manifested in learning disabilities. This is done through other means such as hampering fine motor manipulation with the use of rubber gloves or masking tape on the hands. Factile description can be emphasized by trying to identify objects that have a variety of textures or shapes in a bag. A movie can be shown with the sound suddenly turned off at intervals. Children can be asked to take notes of a presentation writing with their non-dominant hand. Writing by looking into a mirror demonstrates perceptual difficulties.

The opportunities for developing frustrating activities are endless. Start by looking at the problem you wish to discuss and create situations that point out the difficulties. Brainstorming for different types of special needs and related frustrations is most productive.

While it is helpful at times to present feelings that a particular type of person may have, the end result of these experiments will be to stress the similarity of feelings, despite the nature of the frustration or special need.

Teacher Application - Experiencing Frustrations

Children are too young to have experienced many of the frustrations that adults experience. Yet, as adults, we have never experienced the frustrations of a person with a particular special need. I concur that in order to understand frustrations, one has to attempt to experience them.

I prepared a lesson for my class with the objective being that they would experience the frustrations of a person with a special need. They

would better understand the pressures and feelings a person would have to experience for an extended period of time.

My third graders were very interested in blindness, so I chose this type of problem. I blindfolded three of my students for a half-hour to an hour at a time. They were to be treated as any other person in the room. They would have to get around on their own. They were allowed to ask children to help them as guides. They were also allowed a feeling cane. After all the children experienced taking on the role of a person who is blind, I taped their reactions.

After doing this lesson, I found it easier to talk to the children about people with various special needs. They seemed to better understand the feelings of people that have to live with a special need.

Third Grade Teacher

Children's Comments After Blindfolding:

I wanted to take off the blindfolds..
I felt frustrated.
You really have to be able to trust people.
I wanted to see.
People treated me like someone else.
I was able to get someone to help me.
I bumped into a chair and it hurt.
It was hard to keep my mind on things.
I kept feeling I was missing something.
I didn't really like it.
I would rather have read the story on my own.
I felt dizzy at first.
The kids were laughing and I didn't know why.
I was scared.
I couldn't hear the end of any conversation.
I had trouble finding my lunch.
I wanted everyone to know it was ME.
I was bored sometimes.
I was so mad at my teacher.
I sure looked forward to being myself.
This will help me understand kids who are blind.

Course Instruction - Role Play

An opportunity to explore feelings about special problems or to point out transference of feelings to all special needs can be done through role play. This technique is especially valuable when considering emotional problems and special needs resulting in death. By taking a particular example of behavior and assigning characters, a chance to act out and then discuss a sequence of events is formulated. Each child should be allowed about five minutes of preparatory thought and then allowed to enact the scenes spontaneously.

> For example, there is a small child on the bus who is constantly being teased. Assign: littlest boy on the bus, friend, bully, older sister, bus driver, principal.
>
> Another assignment could be considering the heavy girl in the class who is prone to temper outbursts which alienate the other children: big girl, bully, kind girl, teacher who tries to encourage understanding of children with special needs.

The potential is unlimited!

Other opportunities for exploring feelings can be found in already existing social science programs such as Educational Television presentations (Inside Out), SRA's Social Science Laboratories, and Magic Circle (Human Development Program). Thus established is an integrated platform for topics of great concern

Teacher Application - Magic Circle (Human Development Program)

As a guidance counselor I introduced an affective program into several classrooms. This is a developmental program which centers around feelings. It hopefully encourages children to become more attuned to their own and to others' feelings.

A film about a center for persons with cerebral palsy was shown to fourth grade classes. The film centered about work and leisure activities. I led the discussion in these classes, some in which the Magic Circle program had been recently introduced and others in which it had not been initiated. In the classes, before showing the film, a brief discussion was held introducing the idea that there are many persons with special needs - that most of us have a variety of special needs at one time or another in our lives. After the film was shown, an attempt was made to encourage children to focus upon their feelings. In the classes which had had some experience with the Human Development Program, the affective domain remained dominant. In the other classrooms, the children were more inclined to take a somewhat impersonal approach by talking about other persons they had known who had special needs. They

hesitated to express their own feelings about these persons.

Once this vehicle was established on the kindergarten level, it was adapted by the teachers who had a particular interest in developing better understanding of children with special needs. The children had an opportunity to talk about their feelings regarding clothes or bodies which cannot be changed. Situations were created in dramatic play where the children teased each other - then tried other actions such as being kind. They simulated various special needs and discussed ways of causing hindrances versus being kind. They began to develop beginning awareness.

Introduction of a variety of people with different needs, illnesses, or other problems seems beneficial. But opportunities must exist for children to talk about their feelings. What previous experience with affective education may do is to help children deal more honestly and openly with their own feelings. This, in turn, will develop sensitivity and understanding toward others.

Guidance Counselor

Kindergarten Teachers

One person I met at a home was very nice but she had a special need. She had brain damage. I thought She was a teacher. But when I ahed her a question she talked funny and She couldnot answer it But then I realized She had a special need. She must of felt bad and I did too.

Course Instruction - Aids and Devices

In an attempt to alleviate curiosity and promote communication, much attention should be given to make children comfortable with objects that can be frightening, such as self-help devices used by persons with special needs. Children love to browse through catalogues of aids. In addition to this, being able to handle such items as a hearing aid, an artificial limb, a Hoover cane, a Canadian crutch, an electric wheelchair, a weighted spoon, or an exercise machine makes them more aware of the extra time, training, and effort needed to use them. It is important to personalize the devices with stories or guests.

Learning boxes can be prepared which comprise a unit of study. In these boxes can be placed aids and devices used by persons with particular special needs as well as literature, pertinent media, clippings, materials for frustrating experiments, and teacher suggestions for usage.

The following materials were donated by the Howe Press at Perkins Institute to demonstrate usage of a learning box:

Braille ruler, watch, bingo game, card deck, slate, stylus, calendar, Sweet Smell of Christmas, Madeline, alphabet and numeral cards, textbooks, and paper.

Signature guard, raised line checks, raised line paper, Hoover canes, and writing guides.

Talking book records and other materials that can be borrowed from Perkins Institute Lending Library.

Blindfolds, bibliographies, pamphlets, Seeing Eye Dog comics, poster materials, charts, eye model, and newspaper articles.

The materials can be demonstrated to the children in conjunction with a person who is blind or partially sighted or a worker from pertinent agencies. They can be left available for a period of time with assignments, exploring time, and opportunities for discussion.

Teacher Application - Prosthetic Devices

As a result of the interest my first grade has shown regarding children who have amputations, I decided to focus on preparation of this type of learning box. They began by asking questions and bringing in clippings about Teddy Kennedy, Jr. and others who have prosthetic devices. These we laminated and kept for further discussion.

Anthony and Williams, Inc. and the Massachusetts Limb and Brace Co., Inc. donated a wide range of protheses. A list of new words were studied for vocabulary usage. A list of the children's questions was made. A tape was developed to describe materials and functions to teachers and children. Movies about a charming little boy called Marty from the March of Dimes were included. A story, Don't Feel Sorry for Paul, was read to the children. A mother came in to talk about what gait training had been like for her son (he was going through a stage of development when he did not care to talk about this himself). An uncle with an artificial leg

spoke to the class. Feelings were explored.

The children were fascinated with the contents of the learning box. They loved using their new vocabulary. Their families became involved, sharing information from newspapers and magazines. They became more observant and willing to approach persons who use special equipment.

First Grade Teacher

Questions by First Graders:

Is it hard to put on a prosthesis?
How does it feel to wear a prosthesis?
How small and how large can arms be?
How do you move an arm, a hook, a leg?
How do you put one on?
Do prostheses hurt when they are on?
Is there such thing as an artificial finger?
Where can people buy prostheses?
How much do they cost?
Do they rust?
Does it hurt when they are painted?
Is there anything they can't do?
Do children wearing them need help moving?
Can they get their muscles developed?
Why are people born with problems?
Is having a prosthesis a special need?
Do people with limbs go to a special school?
Can I help someone who has a prosthesis?
Can a child who wears an artificial limb make clay, use scissors, turn on a television, pick up a rock, run fast, or win a race?

Course Instruction - Reading Materials and Audiovisual Aids

Many books, pamphlets, movies, filmstrips, slidetapes, records, and videotapes are available to children to help them better understand the child with special needs. Children are eager to supplement their knowledge through visual assignments. The objective is behavioral since this produces a change in the students' reactions. A reinforcement of learned concepts takes place. They become more confident in their willingness to share their increased knowledge and attitudinal growth with their families and friends.

Little attention has been given in the past to producing easily understood and read material. Fortunately, more is now being prepared. Nevertheless, in reviewing and using the materials now available, it can be concluded that the ability of elementary school children to comprehend the material that has been produced has been underestimated. Most of what exists can be interpreted by the classroom teacher and understood by the children.

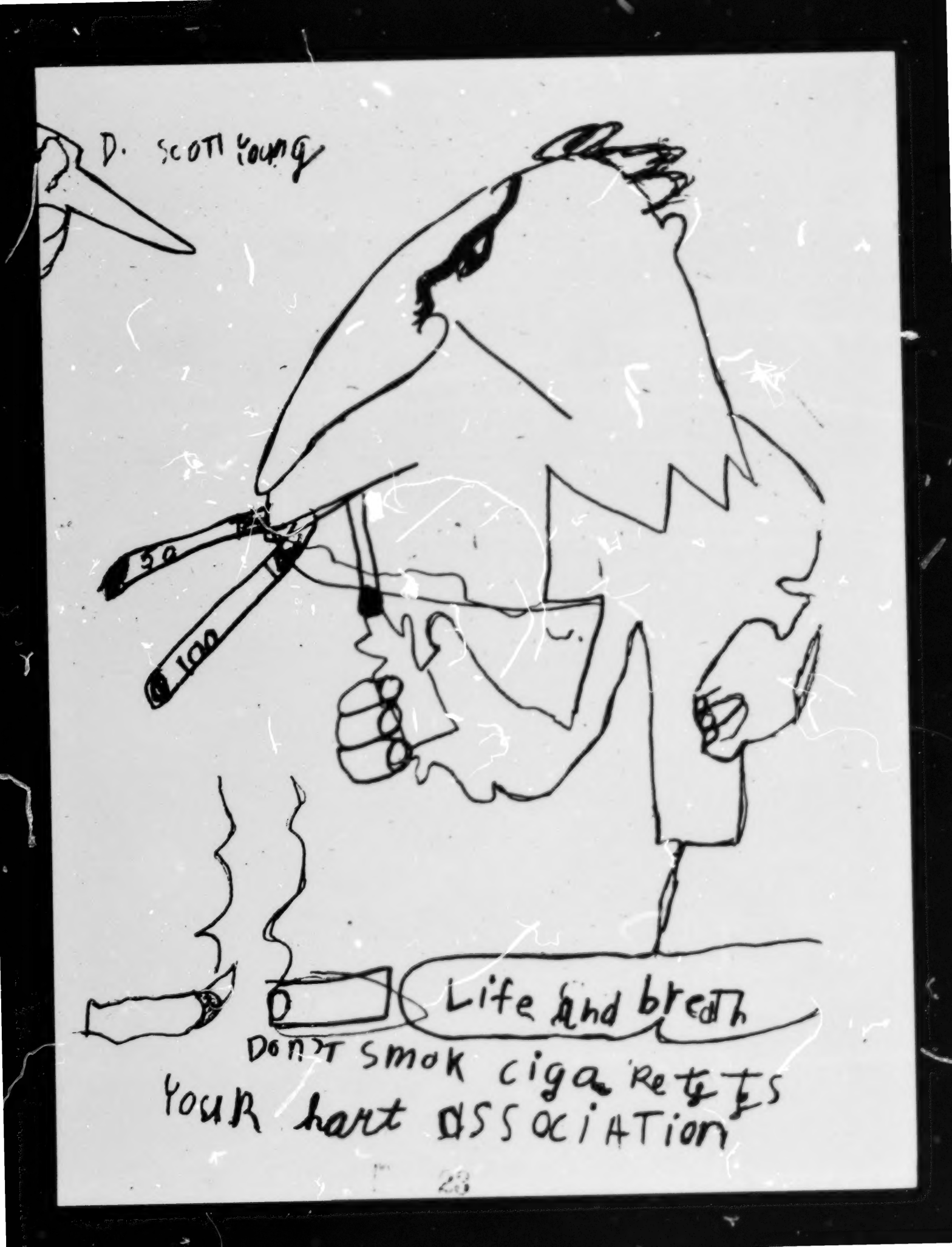
Numerous materials are available, many of them free of charge, from service agencies, libraries, public organizations, and interested persons.

Important considerations in utilizing materials include accuracy, availability, adaptability, and a positive message. The enclosed bibliography attempts to list those which rate relatively high on a scale of these criteria. Please refer to Appendices A, B, and C.

Teacher Application - A Reading Cart

A cart was prepared that contains all available books, pamphlets, and other media materials. It was decorated with colorful pictures of Snoopy characters with special needs using various aids and devices. A banner at the top proclaimed the message "Happiness Is Understanding the Child with Special Needs". Shelves were filled with teachers' material, and shelves with children's materials. The cart spent a week in each classroom where both teachers and children were encouraged to do reading projects. Much effort was spent in that week to develop an interest in reading more about children with special needs. Materials which were of high level vocabulary or difficult for nonreaders were modified and taped. Pre-reading cards and follow-up activity cards were produced. Children enjoyed assignments in their academic and nonacademic areas, which reflected their application or interpretation of materials they had enjoyed. At the end of circulation to each room, the cart was placed in the library. Its familiarity encouraged further utilization of the contents throughout the year.

Parent Volunteer


D. Scott Young
30
100
Life and breath
Don't smok cigarettes
your hart association

Course Instruction - Specific Skills

Elementary school children love activities. Learning specific skills helps develop confidence in their own abilities. Instruction in such skills as crutch walking, wheelchair use, braille writing, the manual alphabet, use of hearing aids, and utilization of self-help devices is given for several reasons. The children like to do these things. They experience some of the frustrations of having to learn something exacting. They become familiar with something they could otherwise think intriguing and frightening. Even slight familiarity provides a conversation opener. The person using these skills as a necessity thereby becomes more approachable. A firm basis is formed for more intensive learning of skills should the child at some future date have reason to do so, such as meeting a person who would benefit through such display of companionship, career exploration, or even personal necessity.

Teacher Application - Skills Needed by Children Who Are Blind or Deaf

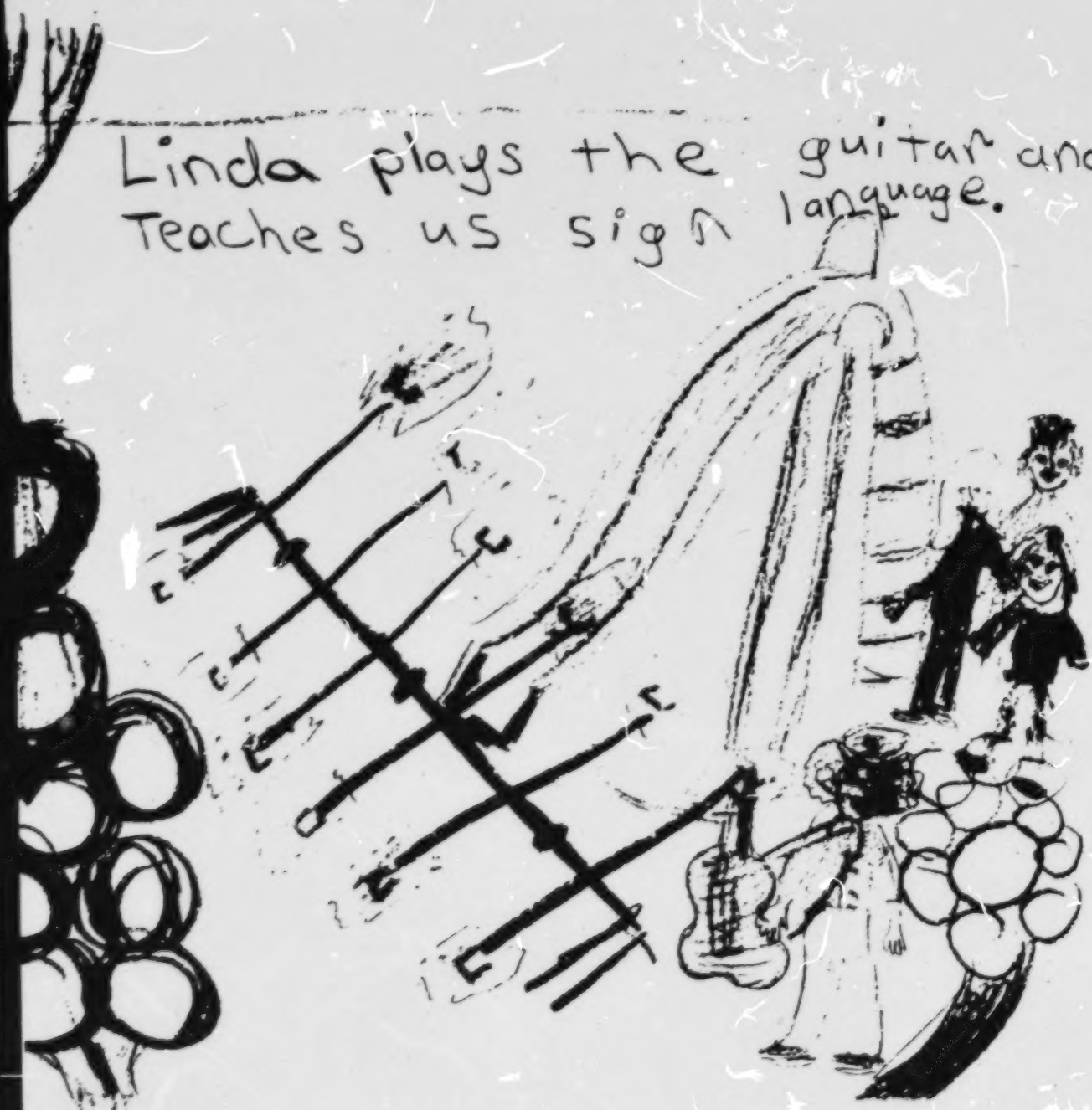
As I work with children just learning to read, it seemed that learning a skill would be a beginning point in teaching understanding. We first discussed all the things we learned during childhood years by use of a "time line". The next step was to explore the senses. We did this through all sorts of taste, hearing, and observation experiments. We then explored many devices used by children who are deaf and blind: Hoover cane, braille story books, games, playing cards, hearing aids, and sign language. I taught the children braille letters and numbers. This I learned simply by using the booklet on Louis Braille, available from the American Foundation for the Blind. The children tried writing and reading braille. They enjoyed writing, but found it very difficult to read. We had another opportunity to talk about development of the senses and to dispel the myth that sensory loss is automatically compensated by other sensory gain.

A guest taught the children sign language. We tried cupping our ears and "listening", by using our other senses, to a new word. Many found that they couldn't understand the simple word "book". They began to realize the extra training that must be given to the other senses when one is impaired, as well as the fatiguing concentration necessary.

We discussed special schools for people with special needs. The children could see benefit in having special classes. More important, they expressed a willingness to help a child with a special need to stay in the regular classroom as much as possible.

First Grade Teacher

Linda plays the guitar and
Teaches us sign language.



Course Instruction - Field Trips

It is most valuable to take children to select schools and agencies dedicated to children with special needs. There is an opportunity to interact, learn specific skills and knowledge, and experience behavioral modifications. Most places have not had the requests of elementary school children to visit, but are most receptive when approached. These agencies and their children derive great benefit from this catalytic experience. Often they feel segregated from the mainstream of life. Centers often desire ongoing interaction between certain groups of youngsters.

Field trips to habilitation and rehabilitation agencies are as beneficial as those to other places considered educational experiences. A phone call to resources in particular regions can quickly determine the feasibilities, possibilities, and mechanics involved. Sometimes it is necessary to split classroom size in order to achieve integrated experiences. It is wise to utilize other curriculum suggestions before and after the experience to alleviate fears and develop specific understanding of a special need.

Teacher Application - Garden City Activity Center

Garden City Activity Center, located in Newton, Massachusetts, is a day center for adults with cerebral palsy. Most of the members are institutionalized and have been since they were children. I visited the Center to make plans with the director for a field trip experience. Brochures were taken back and distributed among the teachers, parents, and children at school. People became enthusiastic about a Thanksgiving project for the Center. With the help of teachers and parents, baked goods were prepared to supplement a Thanksgiving feast. Sixteen first and second graders prepared a Thanksgiving play. These children comprised a reading group. Transportation was readily available through enthusiastic parents. A companion teacher and parent aides supervised the remaining children. Beforehand, we had movies, pamphlets, and discussions about cerebral palsy.

The field trip was a tremendous success. The children mixed readily with the members and enjoyed a number of activities including singing, the play production, wheelchair races, and refreshments. This proved to be an extremely valuable learning experience for all involved. We exchanged thank you notes. Comments afterward revealed that the following objectives had been met:

The development of self-awareness of feelings relating to people with special needs.

The creation of an enjoyable learning experience for all.

The providing of an opportunity to have children socialize with people with special needs so that the children can relate positively to the individual rather than the need.

Second Grade Teacher

Garden City Activity Center
cerebal Palsy

Course Instruction - Guests with Special Needs

Despite our fear that most persons with special needs are reluctant to share their feelings, the majority are most eager to do so if they know it is for a positive purpose. This is based on varying degrees of self-acceptance. Some persons are interested because they want the world to be a better place for others with similar problems. They tell how they feel when they are helped or hindered. Others have a need to ventilate their difficulties for their own growth and acceptance. While both motivations are understandable, it is wise to determine which one exists.

When guests are invited there can be value in having more than one person with a particular problem. Sometimes it can cause confusion. Quite often they feel they will be more comfortable with other guests. This can work only if it is ascertained beforehand that the guests will work and talk well together. Bringing up conflicting philosophies will confuse the children. This type of encounter brings out feelings within the guests which children don't understand. It is important to allow opportunities for the guest and children to express how they feel about being with each other.

It is much better to talk openly in front of most guests rather than talk about them deliberately after they have left. People with special needs live with this need all the time. They are much more comfortable with questioning than we as prejudiced adults realize. Talking about them out of sight encourages shyness in children. This is not to negate preparatory discussion.

Guests with special needs can be found through the schools, word of mouth, school nurse, local health agencies, and hospitals. It is wise to preinterview guests.

A wide variety of guests with special needs is applicable. Oftentimes the concrete examples of physical problems and frustrations serve as excellent introduction to the more intangible differences of persons who have such developmental difficulties as mental retardation.

Different age levels of guests serve a valuable purpose. Infants demonstrate beginning differences as well as coordinate family efforts to minimize the results. Elementary school children provide an opportunity to identify with strengths. Secondary school children tend to be more verbal. The successes of well-adjusted adults indicate motivating and reassuring examples. The needs, availability, and potential of older persons is a beautiful area to explore. It is most beneficial, indeed imperative for a positive impact, to provide activities where involvement between guests and children is possible. This can be made possible whether it be in the classroom, cafeteria, or playground.

Teacher Application - Senior Citizen in the Classroom

My school is situated a few miles from a nursing home for elderly people. A program was set up to bring some of the residents to school. Miss W., an eighty-five-year-old woman, spent a few hours in my third grade classroom every week for about five months. Her hearing and eyesight were severely impaired. She could not function in the classroom as a helper or aide. The children quickly realized they would have to find ways to make her happy. This they did by playing cards with her, drawing pictures, and taking her on tours of the school.

A warm rapport was established and the children looked forward to her visits. They took care of her in a kind and gentle way. Again and again she expressed her pleasure in being with the children. She said the visits were the only bright spots in her life. The visits ended when Miss W. became too ill to come to school. An opportunity was given through general discussion to cope with the separation feelings.

The children learned much about the special needs of the elderly from the visits of Miss W. It was a very giving experience for them. They did much to brighten the life of a lovely, lonely lady.

Third Grade Teacher

Children's memories of Miss W.:

Miss W. cried when she was really happy. She cried because she was so happy at her party. Next time she didn't remember the party. That was sad.

She even made a dress for my teacher, Mrs. B., Unfortunately there was no back, but the front looked good.

Everytime you came, Miss W., you looked so pretty. I'm sorry you can't come any more because you hurt your neck and lost your memory.

We still go to her Nersing Home and her friends tell her "hi" for us.

Course Instruction - Adapting Existing Programs

The curriculum suggestions can be made through special teaching units, planned programs, or integrated experiences. The ongoing, learned process can be applied constantly either through specific instruction or included in other topics. Methods can include various aspects of all special needs.

Physical needs tend to be more tangible and readily comprehended. Consideration of them is beneficial also as a vehicle for stimulating concern for the more intangible emotional and intellectual needs. Whatever the focus, the endeavors made to provide a new dimension to already existing programs will be educational, fun, and fulfilling.

But the fact remains that in order for awareness and knowledge to develop, a philosophy which is new to many must be introduced. Special needs do exist. In the past they were present and avoided. We are now attempting to accept them as being a natural life process. Community acceptance of responsibility can erase the overwhelming individual burdens. This challenge to evaluate feelings, ideas, prejudices, and barriers will result in greater humanity toward mankind.

Teacher Application - Multi-age Grouping Program

I feel that too much of education today is based on facts that are unreal to children. It seemed important to me to develop a program that would be concerned with actual situations. Rarely do children have an opportunity to be with persons with severe special needs. But they are constantly experiencing conflict because of various learning abilities and role placement.

In order to create a real life type of experience, I gathered a group of first grade youngsters of varying abilities in groups of six. These groups met daily for thirty minutes with three of my third and fourth grade students. The purpose of these meetings was to experience group interaction around math manipulatives. My role was that of a facilitator. The children had an opportunity to share knowledge and ideas. Exploration of feelings towards roles which exist within classroom or family structures were encouraged.

Fourth Grade Teacher

About 1st Graders by 3rd and 4th Graders:

I felt like a grown up.
First graders are real smart.

I liked helping.
They were so excited.

It took a long time.
I felt some should pay better attention.

When they knew how, they did all right.
I thought it was real fun.

It was hard, but it got a little easier.
It was great telling them what to do.

They liked it a lot.
It felt good because they got so much right.

I made a lot of friends.
Some of the instructions were very hard.

A shy girl caught on quickly.
I learned a lot how to act with little kids.

You have to be kind of strict.
They never talked back.

They were too loud.
They tried to make it.

I felt happy because they were happy.

Course Instruction - Teaching Children About Special Needs

A child with a special need is defined educationally as anyone who is between ages three and twenty-one who doesn't have a high school diploma, who has temporary or permanent intellectual or emotional problems, or who has sensory or physical impairments.

An objective of this type of instruction is to bring medical-social-health concepts more definitely and subtly into the classrooms. By alleviating curiosity, providing knowledge, and encouraging interaction, great sensitivity will be developed.

Another objective of this course of instruction is to consider all children's needs - slight and severe. We must become involved with all areas affecting children such as environment, family, growth, development, and health. Only then can their complete needs be met.

Teacher Application - Meeting Social Needs

In working with five-year-olds, it is well to remember that they have difficulty in dealing with the abstract. It is much easier for them to understand problems if they can see, hear, or feel them.

Having provided a basis for discussions about special needs, we were very fortunate in having Indonesian twins who could not speak English enrolled in our classroom at the mid-year point. We knew weeks in advance they would be arriving which gave us an opportunity to discuss their many assets as well as the problems the children might encounter.

Some of the questions we tossed in the ring for discussion were:

How could we communicate?

How would it feel to be surrounded by people who speak a different language?

How would it feel to be unable to play with any of our friends for a long time?

How would it feel to be unable to see or talk to our relatives for a long time?

How would it feel to be forced to eat a brand new diet?

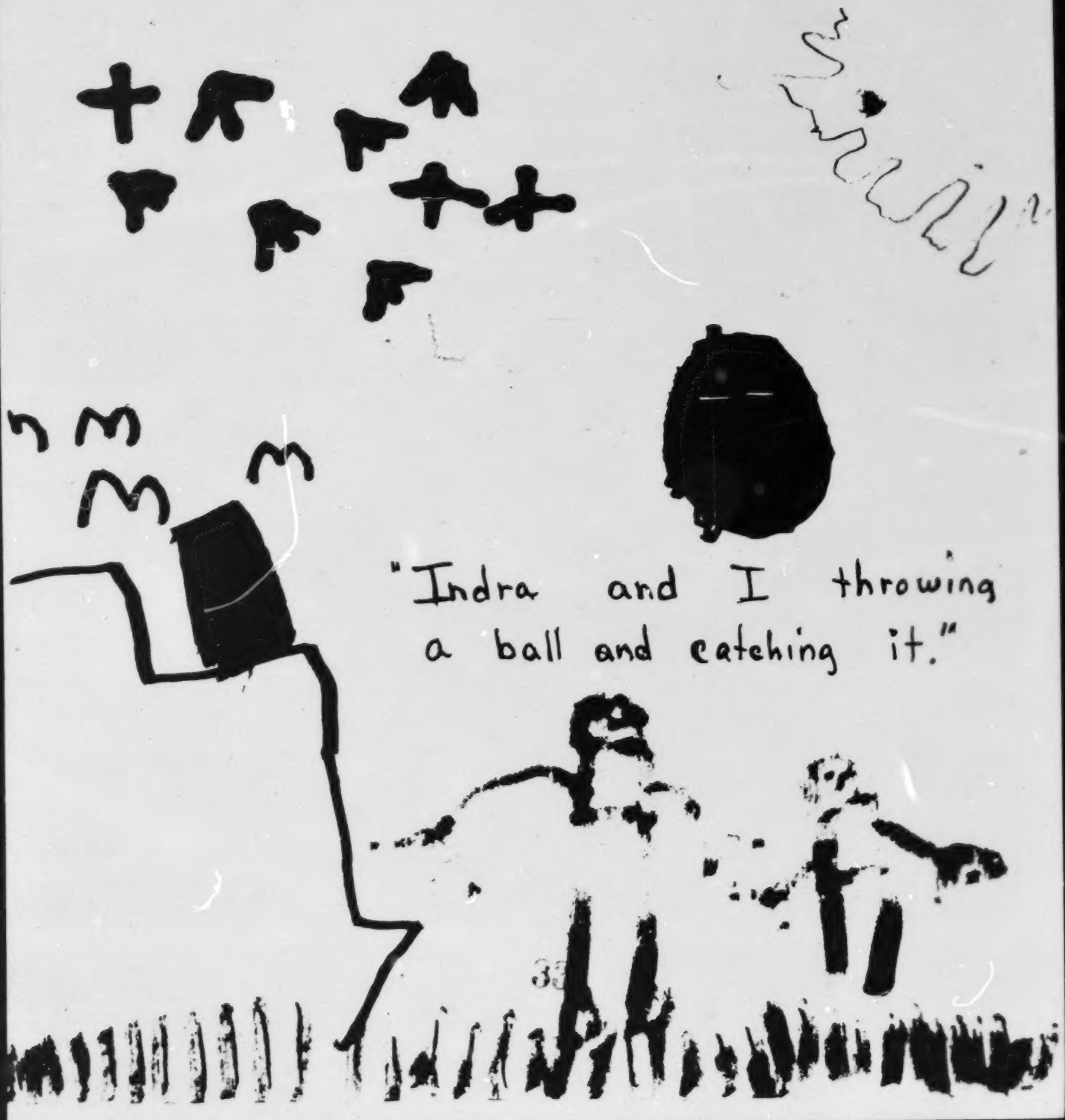
What could we do to make them feel welcome and not lonely?

The first day we chose a girl to be a special friend to the girl twin, and a boy for the boy twin. This did not mean they had to spend the entire morning with them, but to be aware at all times when they might need help. Naturally, everyone wanted to be chosen, but since there would be many days to follow, it was decided each could have a day.

It has been a marvelous experience for all of us. The twins are happy and have learned many English words. They have learned to do many things for themselves, having been most dependent on servants in

their own country. Mainly, we have discovered you don't have to be able to speak the same language to communicate friendship, love, and helpfulness.

A Kindergarten Teacher



SUMMARY:

The opportunities for teaching and reinforcing the concepts of HELPING CHILDREN UNDERSTAND THE CHILD WITH SPECIAL NEEDS are inexhaustible. The project director and participants welcome suggestions, criticism, and methodology.

It matters not which methods are incorporated as long as both teacher and child are at ease with the process. No one is expected to emerge an expert in any specific area of special needs. The threat of exaggerated, hypothetical situations will be alleviated.

The strength of this program lies in its ability to provide a medium in which curiosity, concern, acceptance, and comfort in regard to likenesses and differences can exist. Children will learn to accept the fact that needs do exist. But they will consider first the PERSON who happens to have the need. The important result is the excitement and growth demonstrated as they begin to experience fulfillment in their ability to communicate.

Appendix A

RESOURCE AGENCIES

Information has been obtained from the following agencies to compile the concepts of "Helping Children Understand the Child with Special Needs". The list of agencies suggested is by no means complete, but should provide ideas of where to solicit materials, taking into consideration local resources.

Alexander Graham Bell Assoc. for the Deaf
3419 Volta Place, N.W.
Washington, D.C. 20007

Allergy Fdtn. of America
801 2nd Avenue
New York, N.Y. 10017

American Assoc. for Health, Physical Education, and Recreation
1201 Sixteenth Street
Washington, D.C. 20036

American Association on Mental Deficiency
5201 Connecticut Ave., N.W.
Washington, D.C. 20015

American Cancer Society
521 W. 57th Street
New York, N.Y. 10000

American Cancer Society
Mass. Division
138 Newbury Street
Boston, Mass. 02116
(617-267-2650)

American Dental Association
Department of Dental Health
222 East Superior Street
Chicago, Illinois 60600

American Diabetes Assoc.
18 East 48th Street
New York, N.Y. 10017

American Foundation for the Blind
15 West 16th Street
New York, N.Y. 10011

American Hearing Society
817 Fourteenth Street
Washington, D.C. 20000

American Hearing Society
Mass. Chapter
283 Commonwealth Avenue
Boston, Mass. 02115

American Hearing and Speech Association
9030 Old Georgetown Road
Bethesda, Maryland 20014

American Heart Association
44 E. 23rd Street
New York, N.Y. 10011

American Heart Association
Mass. Affiliate
85 Devonshire Street
Boston, Mass. 02109
(617-227-2805)

American Heart Association
Middlesex Chapter
112 Cypress Street
Boston, Mass. 02146
(617-738-4920)

American Institute of Family Relations
5287 Sunset Boulevard
Los Angeles, Calif. 96327

American Lung Association
Christmas Seals
131 Clarendon Street
P.O. Box 500
Boston, Mass. 02117
(617-267-6991)

American Medical Assoc.
535 North Dearborn Street
Chicago, Illinois 60600

American Occupational Therapy Association
250 West 57th Street
New York, N.Y. 10019

American Optometric Assoc.
7000 Chippewa Street
St. Louis, Missouri 63119

American Public Health Association
1790 Broadway
New York, N.Y. 10000

American Red Cross
17th and D Streets
Washington, D.C. 20400

American School Health Association
515 East Main Street
Kent, Ohio 44240

Arthritis Foundation, Inc.
Mass. Chapter
38 Chauncey Street
Boston, Mass. 02116
(617-542-6535)

Arthritis Foundation, Inc.
1212 Avenue of the Americas
New York, N.Y. 10036

Association for the Aid of Crippled Children
345 East 46th Street
New York, N.Y. 10017

Better Hearing Institute
1001 Connecticut Ave., N.W.
Suite 632
Washington, D.C. 20063

Boston College
School of Education
Commonwealth Avenue
Chestnut Hill, Mass. 02167
(617-969-0100)

Boston Guild for the Hard of Hearing
283 Commonwealth Avenue
Boston, Mass. 02115
(617-267-4730)

Boston School of the Deaf
800 No. Main Street
Randolph, Mass. 02368
(617-963-8150)

Boy Scouts of America
No. Brunswick, N.J. 18903

Boys Club of America
771 First Avenue
New York, N.Y. 10018

Robert B. Brigham Hospital
Arthritis Unit
125 Parker Hill Avenue
Boston, Mass. 02120
(617-734-5700)

Bureau of Developmental Disabilities
Commonwealth of Mass.
100 Cambridge Street
Boston, Mass. 02202
(617-727-4178)

Cambridge and Middlesex Lung Association
Box 265
Burlington, Mass. 01803
(617-272-2866)

Camp Fire Girls, Inc.
65 Worth Street
New York, N.Y. 10013

Carroll Rehabilitation
770 Center Street
Newton, Mass. 02158
(617-969-6200)

CEC/ERIC Information Center
1141 S. Jefferson Davis Hwy.
Arlington, Virginia 22202

Cerebral Palsy of Greater Boston
30 Wesley Street
Newton, Mass. 02158
(617-969-3214)

Children's Asthma Research Institute and Hospital
Boston Chapter
138 Fawndale Road
Roslindale, Mass. 02131
(617-323-4447)

Children's Cancer Research
Jimmy Fund Foundation
35 Binney Street
Boston, Mass. 02115
(617-734-6000)

Children's Hospital Medical Center
300 Longwood Avenue
Boston, Mass. 02115
(617-734-6000)

Children's Museum
57 Elliot Street
Jamaica Plain, Mass. 02130
(617-522-4800)

Coalition for Special Ed. Child Advocacy Project
851 Massachusetts Avenue
Arlington, Mass. 02174
(617-861-8325)

Cotting School
241 St. Botolph Street
Boston, Mass. 02115
(617-536-9632)

Council for Exceptional Children
1411 S. Jefferson Davis Hwy.
Arlington, Virginia 22202

Crotched Mountain Fdtn.
Greenfield, N.H. 03047
(603-547-3311)

Curry College Learning Ctr.
848 Brush Hill Road
Milton, Mass. 02186
(617-333-0500)

Cystic Fibrosis Research Foundation
540 V.F.W. Parkway
W. Roxbury, Mass. 02132
(617-325-4440)

Easter Seal Society
2023 West Ogden Avenue
Chicago, Illinois 60612

Easter Seal Society
Greater Boston Chapter
14 Somerset Street
Boston, Mass. 02108

Epilepsy Fdtn. of America
1828 L Street, N.W.
Washington, D.C. 20036

Epilepsy Society of Mass.
3 Arlington Street
Boston, Mass. 02116
(617-267-4341)

Family Service of Greater Boston
34 Beacon Street
Boston, Mass. 02108
(617-523-6400)

Foundation for Change, Inc.
1841 Broadway
New York, N.Y. 10023

Fred Sammon, Inc.
Self-Help Aids
Box 32
Brookfield, Ill. 60513

Gallaudet College
Public Service Program
Kendall Green
Washington, D.C. 20002

Garden City Activity Ctr.
295 California Street
Newton, Mass. 02158
(617-965-3389)

Girls Club of America
80 Boylston Street
Boston, Mass. 02116

Girl Scouts of America
830 Third Avenue
New York, N.Y. 10022

Girl Scouts of America Regional Office
100 Charles River Plaza
Boston, Mass. 02114
(617-742-4813)

Greater Boston Diabetes Society
1223 Beacon Street
Brookline, Mass. 02146
(617-731-2972)

Harvard Medical School
Mental Health Films
33 Fenwood Road
Boston, Mass. 02115
(617-734-3300)

Horace Mann School
Kearsage Avenue
Roxbury, Mass. 02120
(617-427-4333)

Howe Press
175 No. Beacon Street
Watertown, Mass. 02172
(617-924-3434)

IMC/RMC Network
U.S. Office of Education
Bureau of Ed. for the Handicapped
Washington, D.C. 20212

Industrial Home
57 Willougby Street
Brookline, New York 11201

Institute for Ed. Services
Mitre Corporation
Box 208
Bedford, Mass. 01730

Joslin Diabetes Fdtn.
15 Joslin Road
Boston, Mass. 02215
(617-232-8280)

Joseph P. Kennedy, Jr. Fdtn.
1411 K Street, N.W.
Washington, D.C. 20001

Kennedy Memorial Hospital
50 Warren Street
Brighton, Mass. 02135
(617-254-3800)

Krasker Film Library
B.U. School of Education
765 Commonwealth Avenue
Boston, Mass. 02211
(617-353-3278)

Learning Center for the Deaf
848 Central Street
Framingham, Mass. 01701
(617-879-5110)

Leukemia Society, Inc.
739 Boylston Street
Boston, Mass. 02108
(617-262-5970)

Library of Congress
Div. of Blind and Disabled
1291 Taylor Street, N.W.
Washington, D.C. 20542

Little People's School
1507 Washington Street
W. Newton, Mass. 02165
(617-965-0764)

Mass. Assoc. for the Blind
120 Boylston Street
Boston, Mass. 02116
(617-542-3106)

Mass. Assoc. for Children with Learning Disabilities
Box 908
1296 Worcester Road
Framingham, Mass. 01701
(617-873-9764)

Mass. Association for Mental Health, Inc.
38 Chauncey Street
Boston, Mass. 02111
(617-426-4776)

Mass. Association for Paraplegics, Inc.
Box 48
12 Elm Brook Circle
Bedford, Mass. 01730
(617-275-6078)

Mass. Assoc. for Retarded Children, Inc.
381 Elliot Street
Newton Upper Falls, Mass. 02164
(617-965-5320)

Mass. Assoc. for School Committees
73 Tremont Street
Boston, Mass. 02108
(617-523-1250)

Mass. Assoc. for School Superintendents
73 Tremont Street
Boston, Mass. 02108
(617-523-4363)

Mass. Comm. for the Blind
Children's Services
39 Boylston Street
Boston, Mass. 02116
(617-727-5550)

Mass. Dept. of Education
Office of Child Development
182 Tremont Street
Boston, Mass. 02111
(617-727-4770)

Mass. Dept. of Education
Dept. of Special Ed.
182 Tremont Street
Boston, Mass. 02111
(617-727-5770)

Mass. Dept. of Mental Health
190 Portland Street
Boston, Mass. 02114
(617-727-5660)

Mass. Dept. of Mental Health
Media Resource Center
200 Trapelo Road
c/o School House
Waltham, Mass. 02154
(617-891-7178)

Mass. Dept. of Mental Health
Southard Clinic
72-76 Fenwood Road
Boston, Mass. 02115
(617-734-1300)

Mass. Dept. of Public Health
Handicapped Children's Services
39 Boylston Street
Boston, Mass. 02116
(617-357-5002)

Mass. General Hospital
Deplexia Clinic
Fruit Street
Boston, Mass. 02114
(617-726-2763)

Mass. Heart Association
677 Beacon Street
Boston, Mass. 02215
(617-227-2805)

Mass. Heart Association
Greater Boston Chapter
112 Cypress Street
Brookline, Mass. 02146
(617-738-4920)

Mass. Hospital School
Randolph Street
Canton, Mass. 02021
(617-828-2440)

Mass. Prosthetics
36 Spring Street
Watertown, Mass. 02172
(617-923-0755)

Mass. Medical Society
22 Fenway
Boston, Mass. 02115
(617-536-8812)

Mass. Rehabilitation Comm.
296 Boylston Street
Boston, Mass. 02116
(617-742-3911)

Mass. Society for Prevention of Blindness
375 Concord Avenue
Belmont, Mass. 02178
(617-489-0007)

Mass. Teachers Assoc.
20 Ashburton Place
Boston, Mass. 02108
(617-742-7950)

Metropolitan Life Ins. Co.
Health and Welfare Division
One Madison Avenue
New York, N.Y. 10010

Metropolitan State Hospital
475 Trapelo Road
Waltham, Mass. 02154
(617-894-4300)

Muscular Dystrophy Assoc. of America
1790 Broadway
New York, N.Y. 10019

Muscular Dystrophy Assoc. of America
Mass. Chapter
75-A Grove Street
Worcester, Mass. 01605
(617-757-7434)

National Assoc. for the Deaf
814 Thayer Avenue
Silver Springs, Md. 20910

National Assoc. for Mental Health
10 Columbus Circle
New York, N.Y. 10019

National Assoc. for Retarded Children
Box 6109
Arlington, Texas 76011

National Braille Press, Inc.
88 St. Stephen Street
Boston, Mass. 02115
(617-266-6160)

National Cystic Fibrosis Research Foundation
3379 Peachtree Rd., N.E.
Atlanta, Georgia 30326

National Foundation - March of Dimes
1275 Mamaroneck Avenue
White Plains, N.Y. 10605

National Foundation
Mass. Bay Chapter
865 Providence Highway
Dedham, Mass. 02026
(617-329-1360)

National Foundation for Neuromuscular Diseases
250 West 57th Street
New York, N.Y. 10019

National Multiple Sclerosis Society
257 Park Avenue, South
New York, N.Y. 10010

National Multiple Sclerosis Society
Mass. Chapter
79 Milk Street
Boston, Mass. 02109
(617-542-6376)

National Society for the Prevention of Blindness
1790 Broadway
New York, N.Y. 10000

National Tuberculosis and Respiratory Association
1790 Broadway
New York, N.Y. 10019

New England Dairy and Food Council
1034 Commonwealth Avenue
Brookline, Mass. 02215
(617-734-6750)

New England Hemophilia Assoc.
21 A Muzzey Street
Lexington, Mass. 02173
(617-861-1875)

New York Association for the Blind
The Lighthouse
111 East 59th Street
New York, N.Y. 10022

Office for Children
120 Boylston Street
Boston, Mass. 02116
(617-727-8900)

Paramedical Distributors Health Supplies
1121 Grand Avenue
Kansas City, Mo. 64106

Perkins School for the Blind
175 No. Beacon Street
Watertown, Mass. 02172
(617-924-3434)

President's Council of Mental Retardation
Washington, D.C. 20201

Protestant Guild for the Blind, Inc.
456 Belmont Street
Watertown, Mass. 02172
(617-926-4100)

Public Affairs Pamphlets
381 Park Avenue, South
New York, N.Y. 10016

Public Documents Dist. Ctr.
5801 Tabor Avenue
Philadelphia, Pa. 19120

Rusk Rehabilitation Center
Belleview Hospital
New York, N.Y. 10000

St. Colletta's Day School
85 Washington Street
Braintree, Mass. 02184
(617-848-6250)

St. Hubert's School
248 Concord Road
Sudbury, Mass. 01776
(617-443-2361)

Seeing Eye, Inc.
Morristown, N.J. 07960
(201-539-4425)

Shriners Hospital
41 Blossom Street
Boston, Mass. 02114
(617-722-3000)

Society for the Prevention of Cruelty to Children
270 Union Avenue
Framingham, Mass. 01701
(617-872-8826)

Spina Bifida - Mass. Chapter
90 Hammond Street
Cambridge, Mass. 02138
(617-491-7577)

Sudbury Public Health Nursing Assoc.
278 Old Sudbury Road
Sudbury, Mass. 01776
(617-443-2545)

Sudbury Public Schools
Dept. of Special Education
Sudbury, Mass. 01776
(617-443-9971)

United Cerebral Palsy Assoc.
66 E. 34th Street
New York, N.Y. 10000

United Cerebral Palsy Assoc.
of Greater Boston
Kinder School
40 Elliot Street
Natick, Mass. 01760
(617-655-6000)

United Cerebral Palsy Assoc.
of Metropolitan Boston
P.O. Box 62
210 Webster Street
W. Newton, Mass. 02165
(617-965-9850)

United Community Services
14 Somerset Street
Boston, Mass. 02108
(617-742-2000)

United Nations World Health
Organization
New York, N.Y. 10000

U.S. Dept. of Health, Education, and Welfare
Div. of Handicapped Children
Office of Education
Washington, D.C. 20000

U.S. Public Health Service
of HEW
National Medical Audiovisual
Center Annex
Atlanta, Georgia 30324

U.S. Supt. of Documents
U.S. Gov't Printing Office
Washington, D.C. 20402

University Hospital
Gunderson Eye Clinic
720 Harrison Avenue
Boston, Mass. 02118
(617-262-4200)

Walter E. Fernald School
200 Trapelo Road
Waltham, Mass. 02154
(617-894-3600)

Youth Guidance Center
88 Lincoln Street
Framingham, Mass. 01701
(617-872-6571)

Additional Resources:

Appendix B

ANNOTATED BIBLIOGRAPHY

An attempt is made here to present books available to kindergarten through eighth grade children.

Grade

2-6 Anderson, Clarence W. Blind Connemara. Macmillan, New York. 1971.
A young girl doesn't want her pony's blindness to keep him from earning a blue ribbon.

4+ Andrew, Prudence. Mister O'Brien. Thomas Nelson, Nashville, Tennessee. 1973.
A boy with special needs overcomes his self-pity and comes to terms with his lameness through his desire to help a poor friend move out of the slums.

3-6 Armer, Alberta. Screwball. World, New York. 1963.
Polio left Mike's arm and leg somewhat weakened and awkward, but he rides to success.

7+ Axline, Virginia. Dibs: In Search of Self. Houghton-Mifflin Company, Boston, Mass. 1965.
A perceptive study of a little boy under therapy achieving a successful study for identity.

5+ Baker, Rachel. Angel of Mercy: The Story of Dorothea Lynde Dix. Messner, New York. 1955.
The story of an American woman who brought about a complete revolution in the care of the mentally ill.

6+ Barden, Annie P. What Child Is He? Exposition, Jericho, New York. 1970.
Poetry pleading for the understanding and acceptance of the child with learning problems.

3-6 Bawden, Nina. The Witch's Daughter. Lippencott, Philadelphia. 1966.
An adventure story about a witch's daughter, a little boy who is blind, and his brother.

5+ Beim, Lorraine. Triumph Clear. Harcourt Brace, New York. 1946.
The story of a young lady's struggle to adjust to life following an attack of infantile paralysis.

4-7 Blume, Judy. Are You There God? It's Me Margaret. Bradbury, Scarsdale, New York. 1970.
Faced with the difficulties of growing up and choosing a religion, a young girl talks over problems with her own God.

6-9 Bradbury, Bianca. Nancy and Her Johnny-O. Washbrun Ives, Inc., New York. 1970.
An adolescent girl and her family respond to five-year-old Johnny, who is mildly retarded, in different ways.

Grade

4-8 Brown, Marion and Cane, Ruth. The Silent Storm. Abington, New York. 1963.
The story traces Annie Sullivan Macy's work and companionship with Helen Keller with warmth and humor.

7+ Browning, Elizabeth. I Can't See What You're Saying. Coward, McCann, and Geohegan, New York. 1968.
The story describes the apathy and ignorance that children with special needs and their families must confront daily.

3-6 Burnett, Frances H. Secret Garden. Lippencott, New York. 1962.
This is a story of a sick but willful little girl.

4-9 Butler, Beverly. Gift of Gold. Dodd, Mead, and Co., New York. 1972.
A young girl is determined to prove she can succeed as a speech therapist despite her blindness.

5+ Butler, Beverly. Light a Single Candle. Dodd, Mead, and Co., New York. 1972.
A moving and inspiring story of a young girl who finds she must face a very different way of living when she loses her sight at fourteen.

5-8 Byars, Betsy. Summer of the Swans. Viking Press, New York. 1970.
A teenage girl gains new insight into herself and her family when her mentally retarded brother gets lost.

7+ Campanella, Roy. It's Good To Be Alive. Little-Brown, Boston, Mass. 1959.
This autobiography tells of determination to lick paralysis and lead an active, exciting life.

4-6 Canty, Mary. Green Gate. David McKay and Co., New York. 1965.
Eight-year-old Emily, who is blind, learns for herself and is helped by others.

5-8 Carol, Bill J. Crazylegs Merrill. Steck-Vaughn Co., Austin, Texas. 1969.
The story of a lad who had had polio and his success with friends and football.

7+ Carver, Sonora. A Girl and Five Brave Horses. Doubleday, New York. 1961.
A young lady is injured riding stunt horses and learns to ride again even though blind.

Grade

k-6 Caudill, Rebecca. Certain Small Shepherd. Holt, New York. 1965.
A little mountain boy who could not speak is the center of this touching story.

6-8 Cavanna, Betty. A Touch of Magic. Westminster Press, Philadelphia. 1961.
A concerned story about social needs in the eighteenth century.

5+ Chipperfield, Joseph. Dog To Trust. David McKay and Co., New York. 1964.
The saga of a seeing-eye dog.

2-6 Christopher, Matthew. Long Shot for Paul. Little, Brown, and Co., Boston, Mass.
The story of a little boy's determination to help his brother become a good basketball player even though he happens to be mentally retarded.

2-6 Christopher, Matthew. Sink It, Rusty. Little, Brown, and Co., Boston, Mass. 1963.
Rusty, a polio victim, wanted to join a basketball team, but his leg gave him trouble.

5-8 Clewes, Dorothy. Guide Dog. Coward, New York. 1965.
The dramatic story of a boy's struggle to come to terms with life, being faced with permanent blindness.

5-8 Cunningham, Julia. Burnish Me Bright. Pantheon, New York. 1970.
A mute boy, taught to pantomine by a retired actor, is persecuted by villagers because he seems to have a secret.

4-8 Danziger, Paula. The Cat That Ate My Gymsuit. Delacort, New York. 1974.
When the unconventional English teacher who helped her conquer many of her feelings and insecurity is fired, a junior high student uses her new-found courage to campaign for the teacher's reinstatement.

2-4 Davidson, Margaret. Helen Keller. Hastings House, New York. 1971.
This is the story of Helen Keller's triumph over her special needs.

4-8 Davidson, Mickie. Helen Keller's Teacher. Four Winds Press, New York. 1968.
Meet Annie Sullivan - the indomitable young woman who opened the door to life for Helen Keller who was deaf, mute, and blind.

Grade

3-7 DeAngeli, Marguerite. The Door In The Wall. Doubleday, New York. 1972.
A dramatic story of Robbin, crippled son of a great Lord, who proves his courage.

3-7 DeAngeli, Marguerite. The Door In The Wall - A Play. Doubleday, New York. 1969.
Same as above.

3-7 DeGering, Etta. Gallaudet, Friend of the Deaf. David McKay Co., New York.
The biography of Thomas Gallaudet, who devoted his energies to removing barriers facing children who were deaf or hard of hearing.

4-8 DeGering, Etta. Seeing Fingers: The Story of Louis Braille. David McKay Co., New York. 1962.
The unique, heartwarming biography of the remarkable ingenuity which led to the discovery of the Braille system.

k-4 Dunn, Phoebe. Friends. Creative Educational Society. 1971.
Describes in verse many kinds of friendship.

k-3 Fassler, Joan. One Little Girl. Behavioral Publishers, Inc., New York. 1969.
This book is one of a series which is unique in expressing a mental health approach in writing for the very young child.

5+ Friis-Baasted, Babbis. Don't Take Teddy. Schribner's Sons, New York. 1967.
Using a background of adventure, the author probes the world and problems of a child who is mentally retarded and his family, with great honesty and insight.

5-8 Gardner, Richard. The Boys' and Girls' Book About Divorce. Bantam, New York.
A book for children and their divorced parents.

3+ Gardner, Richard. The Children's Book About Brain Injury. Mass. Assoc. for Children with Learning Disabilities, Framingham, Mass. 1966.
A book designed to help a brain-injured child better understand himself.

3+ Gardner, Richard. MBD: Family Book of Minimal Brain Damage. Jason Arson, New York. 1973.
A book designed to be used by parents and children to share accurate information about minimal brain disfunction.

Grade

4-7 Garfield, James B. Follow My Leader. Viking Press, New York. 1957.
The story of a boy who is blind and the tools he uses.

3-8 Gelfand, Ravina and Patterson, Letha. They Wouldn't Quit. Lerner Publishing Co., Minneapolis, Minn. 1962.
Stories of successful adults who had special needs.

5-8 Gersten, Irene Fandel. Ecidujerp, Prejudice: Either Way It Doesn't Make Sense. Franklin Watts, Inc., New York. 1974.
This discusses types of prejudice, their causes and effects.

7+ Greenberg, Joanne. I Never Promised You A Rose Garden. Avon, New York. 1970.
Seldom has the strange and seductive world of insanity been charted more explicitly or beautifully.

7+ Greenberg, Joanne. In This Sign. Avon, New York. 1970.
The world of the deaf is made an extension of everyone's experiences.

7+ Greenberg, Joanne. The Monday Voices. Holt, Reinhart, and Winston, New York. 1965.
The story of the persons met in the work of a rehabilitation counsellor.

7+ Gregg, Elizabeth M. What To Do When There's Nothing To Do. Dell Publishing Co., New York. 1968.
Suggested games to play with children who are ill, compiled by representatives of the Boston Children's Hospital.

k-8 Guggenheim, Hans. The World of Wonderful Difference. Friendly House Publishers, New York. 1960.
Here's an imaginative blend of light verse and charming illustrations on the wonder and worth of differences among people.

k-5 Gold, Phyllis. Please Don't Say Hello. Human Services, New York. 1975.
A child who is autistic learns to smile and converse.

7+ Gould, Jean. A Good Fight. Dodd, New York. 1960.
Franklin Delano Roosevelt's courageous fight is told.

3-8 Hayes, Marvell Lo. Tuned In - Turned On. Academic Therapy, San Rafael, California. 1974.
A book for kids with learning disabilities about kids with learning disabilities.

Grade

k-4 Hazen, Barbara. Happy, Sad, Silly, Mad. Wonder Books, New York. 1971.
A beginning book about emotions containing a series of simple questions to explore emotions aroused in various situations.

k-3 Heide, Florence. Sound of Sunshine, Sound of Rain. Parents Magazine Press, New York. 1970.
With feeling and sensitivity we are led into the world of a child who happens to be blind.

3-6 Hickok, Lorena. The Story of Helen Keller. Grosset, New York. 1958.
This is a biography of Helen Keller.

6+ Hunt, Nigel. The World of Nigel Hunt. Garrett Publications, New York. 1967.
The story of a youth who has Downs Syndrome.

2-5 Hunter, Edith. Child of the Silent Night. Dell Publishing Co., New York. 1971.
The inspiring story of a little girl born both deaf and blind.

3-7 Hunter, Edith. Sue Ellen. Houghton-Mifflin, Boston, Mass. 1969.
School is difficult for Sue Ellen until she is sent to a special class.

7-8 Keller, Helen. Story of My Life. Doubleday, New York. 1954.
An autobiography containing letters and a supplemental account of her education.

7+ Kellogg, Marjorie. Tell Me That You Love Me, Junie Moon. Farrar, Straus, and Giroux, New York.
The story of three patients who met in a hospital and decided to live together.

7+ Keyes, Daniel. Flowers for Algernon. Bantam, New York. 1970.
The story of a love triangle between two people.

7+ Killilea, Marie. Karen. P.H. Dell, New York. 1952.
A story of a little girl who lived a miracle.

7+ Killilea, Marie. From Karen, With Love. P.H. Dell, New York. 1963.
The story of how Karen grew up full of tenderness, pathos, humor, and courage.

Grade

4-8 Killilea, Marie. Wren. P.H. Dell, New York. 1968.
The story of a child born with cerebral palsy who is helped by the patience, love, work, and faith of her family.

5-8 Koob, Theodore. Deep Search. Lippencott, Philadelphia, Pa. 1969.
A sixteen-year-old girl finds herself in the midst of her parents' disagreement about the future of her ten-year-old brother who is mentally retarded.

5-8 Krents, Howard. To Race the Wind. Putman, New York. 1972.
This is an autobiography of Howard Krents.

k-4 Lasker, Joe. He's My Brother. Whitman, Chicago. 1974.
A simplified explanation of a little boy who has learning disabilities.

5+ Lee, Robert C. It's A Mile From Here to Glory. Little, Brown, and Co., Boston, Mass. 1972.
A shy, undersized sixteen year old finds himself suddenly popular when he becomes the star of the track team.

4-7 Little, Jean. From Anna. Harper, New York. 1972.
A nine-year-old girl discovers the reason for her awkwardness and apparent inability to do anything right.

3-7 Little, Jean. Mine for Keeps. Little, Brown, and Co., Boston, Mass. 1962.
The life of a little girl with cerebral palsy who starts to attend regular school.

4-8 Luis, Earlene W. and Millar, Barbara. Listen Lissa. Dodd, Mead, and Co., New York. 1968.
This valuable book presents the problems and joys facing the family and friends of a eleven-year-old boy who is severely retarded.

6-8 Luis, Earlene. Wheels for Ginny's Chariot. Dodd, Mead, and Co., New York. 1966.
The story of a teenage girl, paralyzed from the waist down, who attends a special school.

4-8 Mathis, Sharon Bell. Listen for the Fig Tree. Viking Press, New York.
A black girl's first celebration to Kwanza gives her the strength to deal with her troubled mother and her blindness.

Grade

4-8 McDonnell, Lois Eddy. Stevie's Other Eyes. Friendship, New York. 1962.
Six-year-old Stevie learns that one does not need eyes to see.

k-5 Naylor, Phyllis. Jennifer Jean, the Cross-Eyed Queen. Lerner Publishing Co., Minneapolis, Minn. 1967.
A little girl's concerns over being different.

7+ Neufeld, John. Lisa, Bright and Dark. S.G. Phillips, New York. 1969.
The story of a sixteen-year-old girl and the help she receives to keep her emotions stable.

4-8 Phipson, Joan. Polly's Tiger. Dutton, New York. 1974.
Though the other children can't see it, Polly's tiger walks beside her, giving her confidence to face the problems of a new school.

5-8 Platt, Kim. Hey Dummy. Chilton, Philadelphia, Pa. 1971.
Despite the opposition of his family and friends, Neil befriends the brain damaged boy newly arrived in the neighborhood.

7+ Putnam, Peter. Keep Your Head Up, Mr. Putnam. Harper & Row, New York. 1952.
The story of a young man's comeback from near death and sudden blindness.

k-4 Raskin, Ellen. Spectacles. Atheneum, New York. 1968.
Clever pictures alternate clear vision with effects of myopia in an unusual story to ease adjustment to glasses.

5-8 Reynolds, Pamela. Different Kind of Sister. Lothrop, Lee, and Shepard Co., West Caldwell, N.J. 1968.
A young lady worries what new friends will say when they learn her sister happens to be mentally impaired.

7+ Robinson, Abel O. Pioneer in Physical Medicine and Rehabilitation. Dennison Press, East Weymouth, Mass. 1963.
A biography of the man who originated the physical medicine and rehabilitation approach in medical science.

3-6 Robinson, Veronica. David In Silence. Lippincott, Philadelphia, Pa. 1965.
David was deaf and found a friend who made an effort to understand.

Grade

5-8 Rodgers, Mary. Freaky Friday. Harper & Row, New York. 1972.
A thirteen-year-old girl gains a much more sympathetic understanding of her relationship with her mother when she has to spend a day in her mother's body.

5-8 Russell, Robert. To Catch An Angel. Vanguard Press, New York. 1962.
An autobiography of "Adventures in the World I Cannot See".

5-8 Savits, Harriet N. Fly, Wheels, Fly. John Day, New York. 1970.
Two boys who are paraplegics join a group training for the Paralympics for wheelchair sports in Israel.

5-8 Sears, Ruth M. Nurse at Mamoran Manor. Avalon, New York. 1972.
A murder mystery takes place in an institute.

5-8 Sherburne, Zoa. Stranger in the House. Morrow Publications, San Diego, California. 1963.
After nine years in a mental hospital, a mother comes home.

5-8 Shumsky, Lou and Zena. Shutterbug. Funk and Wagnal, New York.
An eighth-grade boy becomes stricken with rheumatic fever.

k-4 Simon, Norma. How Do I Feel? Whitman, Chicago, Ill. 1970.
A book about the feelings of children.

3-6 Somerfelt, Aimee. The Road to Agra. Criterion, New York. 1961.
A village boy walks nearly three hundred miles with his seven-year-old sister to a hospital where her blindness may be cured.

3-7 Southhall, Ivan. Read in the Clouds. Macmillan, New York. 1973.
An accident-prone nine year old decides to punish the friends who seem to have forgotten about him.

5-8 Southhall, Ivan. Let the Balloon Go. St. Martin's Press, New York. 1968.
A compassionate and funny story about differences.

5+ Spencer, Marietta. Blind Children in the Family and Community. Univ. of Minn. Press, Minneapolis, Minn. 1960.
The author shows how families can start children who are blind to become useful, independent adults.

5-8 Steinback, John. Of Mice and Men. Viking Press, New York. 1937.
The exquisite tale of two lonely men.

Grade

3-6 Stolz, Mary. The Bully of Barkham Street. Harper, New York. 1963.
A bully tells his story of how he conquers his weight problem and uses his active imagination in the right way.

7+ Storr, Catherine. Thursday. Harper & Row, New York. 1972.
A fifteen-year-old girl tries to find a way of helping an emotionally troubled boy.

7-8 Streatfeild, Noel. Thursday's Child. Random House, New York. 1970.
Proud of her unusual history, a nameless orphan faces with spirit the unbearable conditions of an early twentieth century English orphanage.

5-8 Taylor, Theodore. Cay. Doubleday, New York. 1969.
The struggle of two different men stranded on an island to cope with their differences.

7+ Ulrich, Sharon. Elizabeth. Univ. of Michigan Press, Ann Arbor, Mich. 1972.
This contains a mother's articulate and perceptive account of raising a child who is blind.

7+ Valens, Evan G. Long Way Up: The Story of Jill Kinmont. Harper & Row, New York. 1966.
The biography of a great lady skier who was paralyzed from the waist down.

2-6 Vance, Marguerite. Windows for Rosemary. Dutton, New York. 1968.
Feelings and differences in children are explored through the story of a little girl who is blind.

7+ Vinson, Kathryn. Run With the Ring. Harcourt Brace, New York. 1965.
The painful struggles of an intelligent boy to accept the limitations imposed by sudden blindness.

7+ Waite, Helen E. Valiant Companions. Scholastic Book Co., New York. 1972.
A story of Helen Keller and her "miracle work".

7+ White, Robin. Be Not Afraid. Dail Press, Inc., New York. 1972.
The story of a tragically afflicted child and his courageous family.

7+ Wilson, Dorothy. Handicap Race: The Inspiring Story of Roger Arnett. McGraw-Hill, New York. 1967.
This is the story of courage in the face of pain, poverty, and fear.

Grade

k-4 Wise, William. The Cowboy Surprise. Polnam, New York. 1961.
Mike and Sally are teased by other children because they wear glasses until a famous cowboy performer turns their glasses into a status symbol.

4-8 Witheridge, Elizabeth. Dead End Bluff. Atheneum, New York. 1966.
A teenage boy who is blind has acquired amazing independence, but is determined to prove his courage further.

k-5 Wolf, Bernard. Don't Feel Sorry for Paul. Lippencott, New York. 1947.
A youngster who is born with birth defects adjusts to life and prosthetic devices.

3-6 Woods, Hubert C. Child of the Arctic. Follet, New York. 1962.
A child's deafness has made other Eskimos suspect him until he becomes hero of the village.

5-8 Woody, Regina. Almena's Dogs. Grosset & Dunlop, New York. 1968.
A little girl who has been ill has her dream fulfilled.

5-8 Woody, Regina. Second Sight for Tommy. Westminster, Philadelphia, Pa. 1972.
The warm story of bravery, discovery, blindness, life, death, love, and loneliness.

5-8 Wright, Anna Rose. Land of Silence. Friendship, 1962.
The story of children in a public school that has a special department for deaf children.

Appendix C

PAMPHLETS

While many agencies produce many pamphlets, the intent here is to suggest materials that can be used by elementary school children. Many are free; others require a minimal charge. As prices vary and new products are constantly being added, it is recommended that inquiries be made to the designated resources.

American Foundation for the Blind
15 West 16th Street
New York, N.Y. 10011

"Aids and Appliances for the Blind"

"Attitudes Toward Blind Persons"

"A Blind Child Becomes A Member of Your Class"

"Braille Alphabet and Numerals"

"Facts About Blindness"

"Helen Keller"

"How Does A Blind Person Get Around?"
Posters of aids and suggestions.

"Understanding Braille"

"What To Do When You Meet A Deaf-Blind Person"

"What To Do When You See A Blind Person"

Allergy Foundation of America
801 Second Avenue
New York, N.Y. 10017

"Allergic Diseases"

American Heart Association
44 E. 23rd Street
New York, N.Y. 10011

"About Your Heart and Your Bloodstream"

"Strokes - A Guide for the Family"

"Innocent Heart Murmurs in Children"

Association for Retarded Children
Box 6109
Arlington, Texas 76011

"It's Tough To Live With Your Retarded Brother or Sister"

Better Hearing Institute
1001 Connecticut Avenue, N.W.
Washington, D.C. 20036

"They Overcame Hearing Loss"

Carroll Rehabilitation Center for the Visually Impaired
770 Center Street
Newton, Mass. 02158

"I'm Blind, But I Go To Public School"

Diabetes Society of Greater Boston
1223 Beacon Street
Brookline, Mass. 02146

"Keith and Tommy Climb To A New Life"
Comic book.

"Mr. Hypo Is My Friend"

Easter Seal Society for Crippled Children and Adults of Mass., Inc.
14 Somerset Street
Boston, Mass. 02108

"Training Manual for Companions of Special Children"

Epilepsy Society of Massachusetts
3 Arlington Street
Boston, Mass. 02116

"Because You Are My Friend"

"Benjamin"
Comic book.

Foundation for Change, Inc.
1841 Broadway
New York, N.Y. 10023

"Black Women Are Proud"

"Chicano and Proud"

"Indian and Proud"

"Puerto Rican and Proud"

"Soul Quiz on Black American Freedom Fighters"

Gallaudet College
Public Service Programs
Kendall Green
Washington, D.C. 20002

"Stuck for the Right Word?"

"The Three Little Pigs"

"You and Your Deafness"

Home Press
Perkins School for the Blind
175 North Beacon Street
Watertown, Mass. 02172

"Catalogue of Books for Children Who Are Blind"

"1975 Calendar"

Interstate Printers and Publishers, Inc.
Danville, Illinois 61832

"Alike, But Unalike - Recognizing the Similarities and Differences in Pupils"

Massachusetts Association for Children with Learning Disabilities
Box 908
1296 Worcester Road
Framingham, Mass. 01701

"What's Wrong With Joey?"

National Association of the Deaf
814 Thayer Avenue
Silver Spring, Maryland 20910

"I'm Deaf, Too"

National Association for Mental Health
10 Columbus Circle
New York, N.Y 10019

"Mental Health Is 1-2-3"

National Foundation - March of Dimes
1275 Mamoroneck Avenue
White Plains, N.Y. 10605

"Rubella Robs the Cradle"

National Society for Crippled Children and Adults (Easter Seal)
2023 West Ogden Avenue
Chicago, Illinois 60612

"Handbook of Hints and Helpers"

"Home Safety Round-Up"

"Want To Help Make The World Better?"

National Tuberculosis and Respiratory Association
1740 Broadway
New York, N.Y. 10019

"As You Live and Breathe"

"Do You Know Someone With TB?"

"How Rico Carty Beat TB"

"This IS Mr. TB Germ"

"What's Your Tuberculosis I.Q.?"

New Jersey Association for Children with Learning Disabilities
PO Box 249
Convent Station, N.J. 07961

"Special People: Basic Facts To Help Children Accept Their Handicapped Peers"

New York State Department of Mental Hygiene
Albany, N.Y. 12200

"Blondie"
Comic book.

Public Affairs Pamphlets
381 Park Avenue, South
New York, N.Y. 10016 For older children:

#401 "Cerebral Palsy - More Hope Than Ever"

#448 "Drug Abuse and Your Child"

#454 "Help for Your Troubled Child"

#479 "Helping the Child Who Cannot Hear"

#504 "Helping the Handicapped Teenager Mature"

#288 "How Retarded Children Can Be Helped"

#473 "Living With Blindness"

#210A "New Hope for the Retarded Child"

#420 "Occupational Therapy - New Life for the Disabled"

#352 "Serious Mental Illness in Children"

#491 "What Can We Do About Limited Vision"

Quota International Incorporated
1145 19th Street, N.W.
Washington, D.C. 20036

"This Child Has Been Framed - Understanding Deafness"

Seeing Eye, Inc.
Morristown, N.J. 07960

"Bonnie Tells Her Story"
Comic book.

"Brief History of Dog Guides for the Blind"

"If Blindness Occurs"

United Cerebral Palsy Association, Inc.
66 East 34th Street
New York, N.Y. 10016

"What Is Cerebral Palsy"

United States Department of Health, Education, and Welfare
U.S. Government Printing Office
Washington, D.C. 20402

For older children:

"Acoustic Neuroma"
"Amyotrophic Lateral Sclerosis"
"Brain Tumors"
"Cerebral Palsy"
"Cerebral Vascular Disease"
"Dizziness"
"Epilepsy"
"Encephalitis"
"Headache"
"Hearing Loss"
"Huntington's Disease"
"Hydrocephalus"
"Learning Disabilities"
"Mental Retardation"
"Myasthenia Gravis"
"Mongolism"
"Muscular Dystrophy"
"Neurological and Sensory Disabilities"
"Shingles"
"Spina Bifida"
"Spinal Cord Injury"

"The Pocket Guide to Babysitting"

Appendix D

AUDIOVISUAL MATERIALS

While not attempting to negate other audiovisual materials which are suggested for use with elementary school children, these were found to be quite available, adaptable, accurate, and positive .... thus are recommended.

Benjamin 1971 Epilepsy Society of Massachusetts
3 Arlington Street
Boston, Mass. 02116

This movie is a cartoon geared to kindergarten through fourth graders describing facts and attitudes toward epilepsy.

Different 1967 Abingdon Press
Audiographics Department
New York, N.Y. 10000

This is a filmstrip for use with boys and girls in grades one to four. It helps create empathy for those who are different in any way.

Dream to Grow On 1968 National Assoc. for Retarded Children
Box 6109
Arlington, Texas 76011

This movie is the story of the 1968 Special Olympics. Through its portrayal of children who are retarded in action, the film creates a better understanding of potential growth. It is for use above the third grade level.

Faces of Courage 1974 Courage Center
3915 Golden Valley Road
Golden Valley, Minnesota 55422

This film contains a discussion of problems caused by various special physical needs.

Getting Through 1971 Zenith Radio Corporation
6501 West Grand Avenue
Chicago, Illinois 60635

This record is a guide to better understanding of the hard of hearing. It contains information about various hearing losses, an unfair hearing test, and means of providing help. It is for use with children above third grade level.

How Do You Feel? 1974 Mass. Department of Mental Health
Media Resource Center
200 Trapelo Road
Waltham, Mass. 02154

This slide-tape and teaching packet is based on a mini-course taught by the author of this booklet, Margaret E. Cleary. It presents discussion concepts in an attempt to sensitize children to the special needs of other children. For use with all children and adults.

Huffless, Puffless Dragon 1964 American Cancer Society
521 W. 57th Street
New York, N.Y. 10000

This is a health prevention filmstrip regarding the lungs.

I Hear Your Hand 1974 I Hear Your Hand
6101 Turnabout Lane
Columbia, Maryland 21044

This is a taped song encouraging hearing people to reach out to understand deafness and to share friendships with citizens who are deaf.

Keep On Walking 1972 National Foundation - March of Dimes
1275 Mamaroneck Avenue
White Plains, N.Y. 10605

A forward, uplifting film about a little boy with multiple birth defects and his family. This is an updated story of Little Marty described below.

Listen 1973 Total Communication Laboratory
Western Maryland College
Westminster, Maryland 21157

An excellent film geared to develop better understanding of persons who are hard of hearing and deaf - attitudes and methods of learning total communication. For use above third grade level.

Little Marty 1969 National Foundation - March of Dimes
1275 Mamaroneck Avenue
White Plains, N.Y. 10605

In this movie, a poster child with prosthetic devices demonstrates the accomplishments which are possible. This is suitable for all elementary age levels.

Man and Dog - The Seeing Eye Story 1972 The Seeing Eye, Inc.
Morristown, N.J. 07960

Narrated by Robert Young, this film tells the story of America's oldest and largest dog guide school.

Making and Keeping Friends 1974 Relevant Productions, Inc.
11182 137th Street, North
Largo, Florida 33540

One of a series of modules, tapes, and exercise books geared to meet the high interests and low vocabulary (4.8 level) needs of youngsters.

Mimi 1974 Billy Budd Films
235 E. 57th Street
New York, N.Y. 10022

This is a true story movie interview with a young lady who is paralyzed from the waist down because of a birth injury. She describes her attempts to cope with her problems as well as others' inability to respond to her in a normal way. The script is accompanied by a discussion guide. It is for use above the third grade level.

Mr. Finley's Feelings 1957 Metropolitan Life Insurance Company
Health and Welfare Film Library
600 Grand Avenue
Ridgefield, N.J. 07657

This film is geared toward encouraging positive mental health practice in elementary school children.

My Friend EDI 1972 Lilly and Company
Vic Herman
New Rochelle, N.Y. 10800

This movie contains an explanation of diabetes and its treatment for older children.

Not Without Hope 1950 Epilepsy Foundation of America
1828 L Street, N.W.
Washington, D.C. 20036

A description of positive and negative forces involved when a child has epilepsy. It is for use with children above the third grade level.

Realities of Blindness - The Perkins Experience 1971

Film Library
Guidance Info. Center
Saxtons River, Vermont
65154

This film shows children who are blind and deaf-blind as well as teachers in a wide variety of activities.

Rico Carty 1971 American Lung Association
131 Clarendon Street
Boston, Mass. 02117

This film portrays the story of Rico Carty and his conquer of tuberculosis.

Seven for Susie National Easter Seal Society for Crippled Children and Adults
2023 W. Ogden Avenue
Chicago, Illinois 60612

A film describing persons in seven different career fields contributing to the habilitation of Susie.

Sky Above Pyramid Films
Box 1048
Santa Monica, Calif. 90406

This film is a good discussion leader for older elementary school children about a trapped little boy - designed to elicit feelings.

Some of Our Schoolmates Are Blind 1960 American Federation for the Blind
15 West 16th Street
New York, N.Y. 10011

This film portrays children who are blind attending a public elementary school. It describes attitudes, special equipment, use of a resource room, and integrated programs.

Swan Lake Total Communication Laboratory
Western Maryland College
Westminster, Maryland 21157

A discussion by several teenagers about their successes and difficulties because of deafness. For use with older children to explore feelings.

Tomorrow Is Today National Foundation - March of Dimes
1275 Mamaroneck Avenue
White Plains, N.Y. 10605

This filmstrip on prevention of birth defects is for adolescents.

Walk In Another Pair of Shoes 1972 Calif. Assoc. for Neurologically Handicapped Children
PO Box 604
Los Angeles, Calif. 90053

This is a filmstrip or slidetape production designed to explain some of the problems and feelings encountered by children with special needs. The emphasis is on how children can assist their school companions with needs.

World of the Right Size Communications Division
Nebraska Psychiatric Institute
602 South 44th Avenue
Omaha, Nebraska 68105

The purpose of this cartoon-film is to better inform students about the causes and effects of mental retardation and what their responsibility to the problem is. For use above fourth grade.